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AUTHOR Pandolph, Eugene J.; Lipps, John
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ABSTRACT

This module was designed to help teachers understand the various dimensions of career development and to facilitate their ability to design appropriate learning experiences and activities to enhance their students' development and awareness of a wide range of personal, social, and vocational characteristics. (MM)

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CAREER EDUCATION MODULE

MIDDLE SCHOOL TEACHER CORPS PROGRAM

UNIVERSITY OF PITTSBURGH

BOARD OF PUBLIC EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Prepared by:

Eugene J. Pandolph, Voc. Ed.
John Lipps, Voc. Ed.

SP 011 102

Introduction:

Career development can be considered as one part or dimension of the total development of the individual, the same as social or physical development. It can be viewed as a continuous process beginning in early childhood and evolving through various life stages that involve the development of a wide range of personal, social, and vocational factors.

Career education is based on the concept that all educational experiences should be designed to foster career development at all levels of education. Teachers engaged at each educational level should consider their role as one in a phase of a long-term process of career development that extends into adulthood. In order to facilitate career development, it is essential that teachers at all educational levels increase their understanding of the various dimensions of career education and be able to design appropriate learning experiences and activities that will enhance individual development.

Directions For Use of the Module:

1. Take the pre-test.
   a. If you receive 85% on the pre-test, you are to procede to the demonstration segment of the module. (see #2 below).
   b. If you do not receive 85% on the pre-test, procede to enabling activities beginning at 2.1.1.
2. Develop a module utilizing the content of one or more subject areas that will foster career development. (proceed to enabling activities beginning at 2.2.1)
3. Take the Post-test.
   a. If you do not receive 85% on the post-test, repeat the appropriate enabling activities.
4. Module Evaluation.
   a. Submit completed module utilizing guidelines found in Appendix A.
   b. Submit an evaluation of the module.

1. Terminal Objectives

1.1 Knowledge based:

1.1.1 Describe the various dimensions and levels of career education.

1.1.2 Describe the following aspects or dimensions of career development and their implications for teachers at the middle school level: student self-concept, decision-making, and career information.

1.1.3 Describe procedures for implementing a career development program at the middle school level.

1.2 Demonstration based:

1.2.1 Develop a module utilizing the content of one or more subject areas that will foster students' self-concept, decision-making skills, and understanding of the world of work.

2. Enabling Activities & Resources

2.1 Knowledge based:

2.1.1 Read, "Career Education: Every Student Headed for a Goal", Sidney P. Marland (applies to objective 1.1.1).

2.1.2 Read, Career Education, U.S.O.E. (applies to objective 1.1.1)

2.1.3 Read, "Career Education in the Activity-Based Middle School Program", Lowell D. Anderson. (applies to objectives 1.1.2 and 1.1.3)

2.1.4 Read, "Contributions of Career Development to Career Education", Edwin L. Herr. (applies to objectives 1.1.2 and 1.1.3)

2.1.5 Read, "The Role of the Middle School in Career Development", Kenneth B. Matheny. (applies to objectives 1.1.2 and 1.1.3)

2.2 Demonstration based:

2.2.1 Read, "The Need for Math Seemed Endless", Joel Smith. (applies to objective 1.2.1)

2.2.2 Read, "Social Studies: A Good Place to Start", Andrew M. Weaver. (applies to objective 1.2.1)

2.2.3 Read and complete assignment in Appendix A - Career Education Module Development. (applies to objective 1.2.1)

Post-Assessment

1. Retake the pre-test.

2. Submit completed module based on guidelines found in Appendix A.

3. Submit an evaluation of the module (based on the utilization of the module, see item #7 in Appendix A).

APPENDIX A

CAREER EDUCATION MODULE DEVELOPMENT

1. TITLE	Identify a unit of instruction that will be used to foster student career development. Where possible, utilize both content from subject areas and career concepts to be developed.
2. INTRODUCTION	Write a description and the purpose of the module.
3. CONCEPTS	Identify concepts to be learned for each of the following dimensions of career development: a) self-concept, b) occupational information, and c) decision-making. (See Appendix B)
4. OBJECTIVES	Prepare behavioral objectives to be accomplished.
5. ENABLING ACTIVITIES	Plan learning experiences that lead to the development of career concepts and the achievement of each of the behavioral objectives.
6. RESOURCES	Identify appropriate materials, media, and community resources that may be employed in the learning process.
7. ASSESSMENT	Indicate the evaluation procedure to determine if the objectives have been accomplished. (Include testing material that has been developed)

APPENDIX B

SUGGESTED CAREER EDUCATION CONCEPTS*

OCCUPATIONAL INFORMATION

1. Understand that, in general, people's self concepts can be enhanced in a variety of work roles.

2. Understand that occupations are people/ideas/thing oriented.

3. Understand that within each job family there is a wide range of occupations.

4. Understand that a person's life style will be affected by his career choice.

5. Understand that people work for different rewards such as monetary, personal satisfaction or recognition.

6. Understand that entry level into an occupation depends upon one's training/educational background.

7. Understand that a certain job may be performed in a variety of settings.

8. Understand that personality is an important factor in securing and holding a job.

9. Understand that emotional qualities needed for self-fulfillment differs among job families.

10. Recognize that there is a line of advancement which requires personal adjustment.

*Based on the conceptual model prepared by the Wisconsin Department of Public Instruction.

APPENDIX B

SELF-CONCEPT

1. Recognize the need for continuous self appraisal.

2. Recognize responsibility for self direction.

3. Develop a positive self-concept.

4. Appreciate that people bring dignity and worth to their jobs.

5. Understand how each individual is unique.

6. Understand the influence of other person's feelings and values on one's own value system.

7. Understand that physical and mental characteristics affect one's career choice.

8. Develop an understanding that occupational choice affects an individual's life style.

9. Develop an awareness of the need for career planning.

10. Understand the relationships between regular school attendance, good work habits, acceptable behavior, initiative, perserverance, positive attitudes and career planning.

APPENDIX B

DECISION MAKING

1. Develop occupational research skills.

2. Become aware of the influence of one's parents and peers on his career planning.

3. Understand that there are many occupations which have similar performance patterns.

4. Recognize his own abilities and limitations and be able to relate them to present career interests.

5. Gain a knowledge of the components of the decision making process.

6. Identify and comprehend factors which may have relevance for one's career decisions.

7. Understand the need for careful planning of the high school program in light of tentative career plans.

8. Understand that careful educational planning may shorten required training time for employment.

9. Understand the importance of assuming personal responsibility for occupational choice.

10. Understand that personal decisions (career) are of a developmental nature.